



Bridstow CE Primary School
Bridstow
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT October 2015/2016

Bridstow CE Primary School is a mainstream primary school with an inclusive ethos.

We aim to make Bridstow Primary School as inclusive as possible, with the needs of pupils' with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are defined as:

Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Here at Bridstow School our SENCOs (Special Educational Needs Co-coordinators) are Mr Sockett and the Assistant SENCO is Mrs Griffith. They have dedicated time each week to support children and families. If you would like to see Mr Sockett or Mrs Griffith, an appointment can be made through the school office.

From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish an SEN Information Report on their school websites.

This report takes into account the changes made to SEN provision in The Children and Families Act 2014. It should be read along with our schools policy on SEN and Disability which was also re written to take account the SEN Code of Practice 2014, the Children and Families Act 2014 and the Equality Act 2010.

Our SEN and Disability Policy, Equality Policy and Accessibility Policy and Plan can be found on the policy page of our school's website.

Here at Bridstow we will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will also take into consideration evidence that a pupil may have a disability under the Equality Act 2010 and, if so, reasonable adjustments will be made for them.

HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us - contact your child's class teacher about your concerns initially. Or ask to arrange an appointment with the SENCO (Special Educational Needs coordinator) Paul Sockett or Assistant SENCO (Rossanna Griffith). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

Bridstow Primary School takes a graduated approach to identification.

The class teacher, SENCO, pupil or parent may have concerns regarding the pupils' progress. After discussions the class teacher, working with the SENCO, gathers informal evidence, observes and may put in some low level support. This will be for an agreed length of time.

We make regular assessments of progress for all pupils through observation, marking, and assessments. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- the child may be performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- concerns may be raised due to results of standardised assessment
- children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified
- liaison with previous school or pre-school setting.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

Pupils who are identified as not making sufficient progress will have an intervention programme created; tailored to meet their specific needs

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- The SENCO and Assistant SENCO oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's individual programme of learning and is reviewed and updated during termly meetings.
- The class teacher/Assistant SENCO will meet with you formally on at least a termly basis, in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the Assistant SENCO to discuss support in more detail if required.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate).

HOW DOES THE SCHOOL MONITOR THE PROGRESS OF PUPILS?

Pupil progress is regularly assessed by the teachers through observation, marking, meetings and assessments.

- As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age related expectations on a half-termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example standardised assessments, such as single word reading/spelling, and speech and language tests.
- When appropriate we access outside agencies for more in depth assessments such as learning difficulties, speech and language, motor etc.
- The Head Teacher and Assistant SENCO report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the Assistant SENCO. They also report back to the Governing Body.

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.

- The class teacher, alongside the Assistant SENCO will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.
- The SENCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

PASTORAL, MEDICAL AND SOCIAL SUPPORT

We are an inclusive school that holds a child's emotional and spiritual development as a priority.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

- A quiet room (The Nest) is equipped with a resource base of additional materials where small groups and individual children can work when needed. This room is also used for children who may be having behavioural or emotional problems, providing a safe environment for them to work through their problems with Mrs Griffith, Assistant SENCO.

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with the Behaviour Team and when necessary the Educational Psychologist.

ADMINISTRATION OF MEDICINES

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, staff with appropriate training oversees the administration of any medicines.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- Many of the staff hold first aid qualifications, which are updated regularly.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided including a Breakfast Club. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's need's will be considered on an individual basis.

INVOLVING PARENTS AND PUPILS IN PLANNING AND REVIEWING PROGRESS

At Bridstow School we talk to parents regularly to set clear outcomes for the pupil and review progress towards them, discussing the activities and support that will help achieve them. We explain the responsibilities of the parent, the pupil and the school.

- We aim to meet parents at least three times each year.

- It is important to include the views of the pupil in these discussions. Either by involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Here at Bridstow we aim to hold person centered reviews for our pupils.
- A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

STAFF TRAINING

We look to ensure that we have a variety of skills among our staff, in order to enable us to support children in the best possible way. Please see our SEND Policy/Local offer for more details. Specific training held by support staff includes:

- Team Teach
- Elklan
- TalkBoost
- Dyslexia
- Clicker
- Communicate in Print
- Signalong
- SEAL
- Friends Program

The school also works closely with the Local Authority and other providers (see Local Offer) and may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologist
- Education Welfare Service
- Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing.
- Therapists (physio, occupational and speech & language)
- Behaviour Support Team
- Learning Support
- EAL Team
- Travelling Children Service
- ASD Language Specialist
- Mental Health (CAMHS)
- Hospital Outreach Teachers
- Playtherapists
- The Kite Team. This comprises of several specialist teams, which cover the whole county of Herefordshire, supporting children, young people and families whose lives are affected by disability and/or chronic illness. This includes: Community nurses for children and young people with complex health needs and life-limiting conditions, Community nurses for children and young people with learning disabilities, Family support workers, Occupational therapists, Physiotherapists, A clinical psychologist (Learning Disabilities)and Social Workers.

The SENCO/Assistant SENCO will involve these professionals as appropriate, providing parents agree to their involvement, and will work alongside them to meet the needs of individual children. External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children and parents to visit the school prior to starting.

- Teachers and Assistant SENCO, if necessary, will visit pre school settings/other schools and attend review meetings.
- For children starting in Reception, a meeting for parents is held in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an IPA, CAF or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. If appropriate we will run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education. Also where a child with SEND is preparing to join our school, when possible we would seek to arrange any additional funding in advance in order for support to be in place from the start.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.

IF I AM NOT HAPPY WITH THE PROVISION AT THE SCHOOL, HOW CAN I SHARE MY CONCERNS OR MAKE A COMPLAINT?

If you are not happy with the SEN provision at the school, please contact the class teacher, SENCO or Assistant SENCO to share your concerns. If you wish to make a complaint about the school, please direct your grievance to the school's chair of governors. A complaint form is available from the school office.

WHERE CAN I FIND INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SEND AND THEIR FAMILY?

Information about the Local Authority's Local Offer can be found on the Herefordshire Council website.

[Education - local offer - Herefordshire Council](#)